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ABSTRACT

This 2000 Summary marks the eighth edition of the Summary of State Student Assessment Programs. Using data gathered in the annual survey, this report summarizes what is occurring in statewide assessment programs and provides information on trends in state assessment activities. Completed surveys for the 2000 year were received by the Council of Chief State School Officers through August 2001. The report presents information about the status of state assessment programs and how these programs have changed over the years. A companion data report, in two volumes, is also available. Data reflect the responses of 49 states and, for the first time, all 7 jurisdictions. Findings show that state assessment remains a significant tool for education reform in almost every state and the reporting jurisdictions. Iowa is the one state that reports that it does not have a mandatory statewide assessment program, but approximately 99% of its school districts participate in the Iowa Testing Program on a voluntary basis. In the 1999-2000 school year, Nebraska finalized plans for a state assessment program, although it is one that is primarily determined by the local districts. There are many similarities in assessment approach, and many differences in application, as the data tables show. States and jurisdictions usually use the results of assessment for instruction, school accountability, student accountability, and staff accountability. A glossary is included. (Contains 7 figures, 1 table, and 10 references.) (SLD)

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STATE
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ED 471 520

State Student Assessment Programs

annual survey

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Executive Summary

Data on 1999-2000 Statewide Student Assessment Programs

fall 2001

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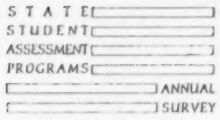

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization composed of the public officials who head departments of elementary and secondary education in states, the District of Columbia, the Department of Defense Education Activity, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing committees and special task forces, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents each state's chief education administrator, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The State Education Assessment Center is a permanent, central part of the Council of Chief State School Officers. The Center was established through a resolution by the membership of CCSSO in 1984.

Preparation of this report was supported in part by the National Center for Education Statistics of the U.S. Department of Education. The views and opinions expressed in this report are not necessarily those of the Council of Chief State School Officers or the U.S. Department of Education.

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STATE STUDENT ASSESSMENT PROGRAMS ANNUAL SURVEY

State Student Assessment Programs annual survey

Executive Summary

Data on 1999-2000 Statewide Student Assessment Programs

fall 2001

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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The Education Information Advisory Committee (EIAC) Assessment Subcommittee, for their review, approval, and guidance on the content and conduct of the annual survey.

And most importantly, to each of the State Assessment Directors and their staff for their crucial work and dedication in completing the survey, reviewing and editing their state's data, and supporting this important data collection effort.

I am extremely thankful to everyone who helped us in the many steps along the way of completing the 2000 Annual Survey of State Student Assessment Programs.

John F. Olson

PREFACE

This 2000 Summary marks the eighth edition of the Summary of State Student Assessment Programs and the fourth year that the Council of Chief State School Officers (CCSSO) has conducted the annual survey on its own. In previous years, CCSSO partnered with the North Central Regional Educational Laboratory (NCREL) to produce the State Student Assessment Programs (SSAP) database. The current survey was funded in part by the National Center for Education Statistics and produced with the cooperation of state education agencies. The SSAP survey, first administered in 1977 by the Association of State Assessment Programs, remains the single best source for information about statewide student assessment programs.

This report summarizes what is occurring in statewide assessment programs and provides information on trends in state assessment activities. The Assessment Subcommittee of the Education Information Advisory Committee (EIAC) and the Association of State Assessment Programs (ASAP) reviewed and revised the 2000 survey, which was mailed to states in March 2001. States were asked to report on assessment program(s) they operated during the 1999-2000 school year. Completed surveys were received from March through August 2001. After CCSSO staff entered the data and completed the initial editing, the survey information was returned to states for review and verification by the state's assessment director. Revisions or updates were sent to CCSSO, and changes were made to the database.

Two staff members at CCSSO are responsible for the 2000 SSAP survey: John Olson, Director of Assessments in the State Education Assessment Center, who directs the SSAP project; and Ida Jones, Project Associate in the Center, who is responsible for the conduct of the survey, data entry, and summarization of results. In addition to these staff, Linda Bond of CTB/McGraw Hill continued her role of providing valuable guidance to the review and summarization of the data.

The 2000 survey, plus the prior seven years of data, provides a rich lode of information on the status of, and trends in, state assessment policy and practice. This report presents the reader with information about the status of state assessment programs, as well as descriptions of how the programs have changed over the years. A companion document, *Data from the Annual Survey of State Student Assessment Programs, 1999-2000, Volumes I and II*, is also available from CCSSO. The data contained in these documents include responses from 49 states and 7 jurisdictions that responded to the survey. The data are also available in electronic form on either diskette or CD-ROM. An order form is provided at the end of this document. Selected information from the database and these documents is also available at CCSSO's web site (http://www.ccsso.org).

Please feel free to contact CCSSO if you have any questions about the survey, this report, state assessment programs, or the SSAP database.

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INTRODUCTION

The annual survey of State Student Assessment Programs (SSAP) is one of the most comprehensive resources of its kind. The detail provided by the SSAP Summary Report and the companion Data Volumes gives a wide overview of the status of assessment programs throughout the 50 states and U.S. jurisdictions. The summary report specifically tracks trends in states' development of large-scale assessments, giving users a more complete and thorough understanding of assessment practices nationwide. SSAP data are used by state and federal education agencies and legislative offices, policymakers, educational researchers, test publishers, and the national, state, and local press.

The Association of State Assessment Programs (ASAP), at one time an informal organization of state assessment directors, began collecting statewide data on assessment practices across the country in 1977. The results from the annual ASAP surveys were submitted in a written form, and pertinent aspects of each state's assessment programs were summarized and released to the states. In 1991, Ed Roeber, the chair of ASAP, became the Director of Student Assessment Programs for CCSSO. Under his leadership and in partnership with the North Central Regional Educational Laboratory (NCREL), the initial SSAP database was produced. Since 1997, CCSSO has been conducting and producing the survey on its own, and the National Center for Education Statistics currently provides a grant that helps in the funding of the SSAP. This is the eighth edition of the SSAP Summary.

In 1998, the survey was modified to an electronic format utilizing Microsoft Access. This modification has worked well, and states have appreciated the facility that the database affords them. In addition, analysis of the data is more convenient, and in general, the possibility for error has been reduced. All of the respondents to the 1999-2000 survey submitted their data electronically. As was the case last year, the entire database, as well as this summary, is available electronically.

Note that this year's data, for the first time, include all 7 jurisdictions: American Samoa (AS), Guam (GU), the Northern Mariana Islands (MP), Puerto Rico (PR), the Virgin Islands (VI), Department of Defense Educational Activity (DoDEA), and the District of Columbia Schools (DC). Unfortunately, also for the first time, one state, Florida, is not included in the report. Therefore, direct comparisons to previous years must take this into account. All references to "states" in this summary are inclusive of the jurisdictions. Note also that, due to the recent release in June 2001 of the 1998-1999 data, this report has been condensed into an executive-type summary, providing a brief overview of statewide assessment programs. Once again, in the data volumes, the totals appearing at the ends of questions have been disaggregated into totals by state and by jurisdiction. An overall total combining states and jurisdictions is included for completeness. The survey questions for 1999-2000 are basically the same ones as used in the previous year.

The survey is designed to collect three types of assessment information:

1. Part One, a general program overview, asks states to describe their overall assessment program as it existed for the past school year, including information about the assessment components used, which students were

assessed, and for what purposes results were used. Important changes that occurred, as well as projects under development, are also enumerated.

2. Part Two of the survey brings into focus the special topics each state has been working on over the past year. States provide details about the development of nontraditional assessment, IASA Title I assessment and evaluation, and standards.

3. Part Three of the survey gives a breakdown of the various components, or groups of assessment, in use in each state's system. For each component, states are asked to describe who is assessed, when, and how, among other things. This part also includes data on the inclusion and accommodation of special populations, and the reporting practices of the states.

SUMMARY OF STATE ASSESSMENT PROGRAMS FOR 1999-2000

For the first time, all fifty states' results from the State Student Assessment Programs Database are not included in this publication. Despite repeated requests, Florida declined to participate. However, CCSSO was able to obtain responses from an additional four jurisdictions this year – Department of Defense Educational Activity (DoDEA), District of Columbia Schools (DC), Guam (GU), and the Northern Mariana Islands (MP). Overall, 49 of the states, these four new jurisdictions, and the three previously reported jurisdictions – American Samoa (AS), Puerto Rico (PR), and the Virgin Islands (VI) – are included in this year's data for a total of 56 respondents.

PERVASIVENESS OF LARGE-SCALE ASSESSMENT

Over the past eight years, certain findings of the State Student Assessment Programs survey have remained fairly consistent. State assessment remains a significant tool for educational reform in almost every state and in all seven jurisdictions included in the survey. Iowa is the one state that reports that it does not have a mandatory statewide assessment program, yet approximately 99% of its districts continue to participate in the Iowa Testing Program on a voluntary basis. During the 1999-2000 school year, Nebraska finalized plans for a state assessment program, although it is one that is primarily determined by local districts. Nebraska districts must adopt the state's content standards or their own more rigorous standards in reading, speaking, listening, math, science, and social studies. In the spring of 2001, a statewide writing assessment was administered in grades 4, 8, and 11, and school districts will be responsible for developing their own assessment plan for the other subject areas on a phased-in basis from 2001-2004. Nebraska's new system will be further discussed in the 2000-2001 SSAP Summary Report.

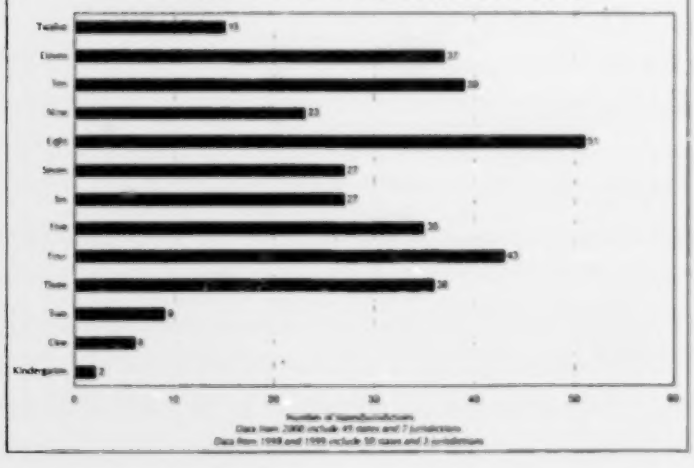
While everyone seems to be testing their students with some noticeable similarities, the exact methods of assessment vary. In the discussion that follows, this summary will review some of the similarities and differences in the grade levels assessed, the intended purposes for assessment, the time of year when students are assessed, the subject areas assessed, and the types of assessments and assessment items used. Refer to the Summary Table included at the end of this report for an overview of responses to most of these questions.

GRADE LEVELS ASSESSED

Students are assessed most often at grades 4, 8, and 10 or 11. See Chart 2-1 for a breakdown of grades assessed by the states and jurisdictions that responded to this survey.

Chart 2-1

Grade Levels Assessed (1999-2000)



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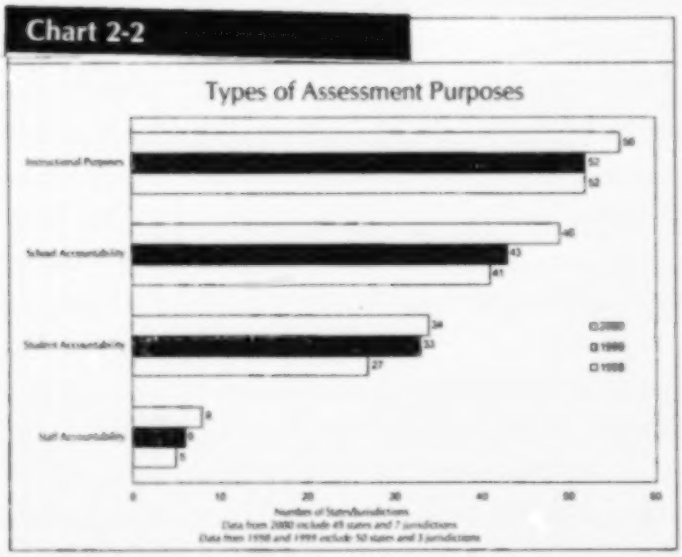
Of course, if the re-authorization of the Elementary and Secondary Education Act (ESEA) includes assessing every child in every public school in grades 3-8, this would have far-reaching implications. Most, if not all of the states, are looking at ways to expand their assessment programs should this take place.

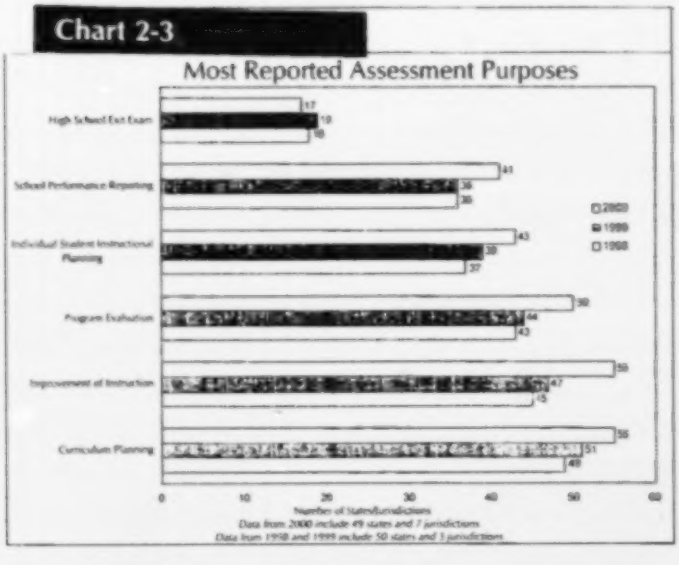
Chart 2-2



General Purposes for Assessment

States and jurisdictions use the results of their assessment programs for one or more of four basic purposes: instruction, school accountability, student accountability, and/or staff accountability. See Chart 2-2 for a summary of how many states/jurisdictions use their assessments for each of these purposes. Clearly, as has been the case since CCSSO started collecting SSAP data, states report using their assessment results most often for instructional (56) and school accountability (49) purposes. Student accountability purposes were reported by 34 states, while staff accountability purposes (8 states) remain a distant fourth.

Chart 2-3



Specific Purposes for Assessment

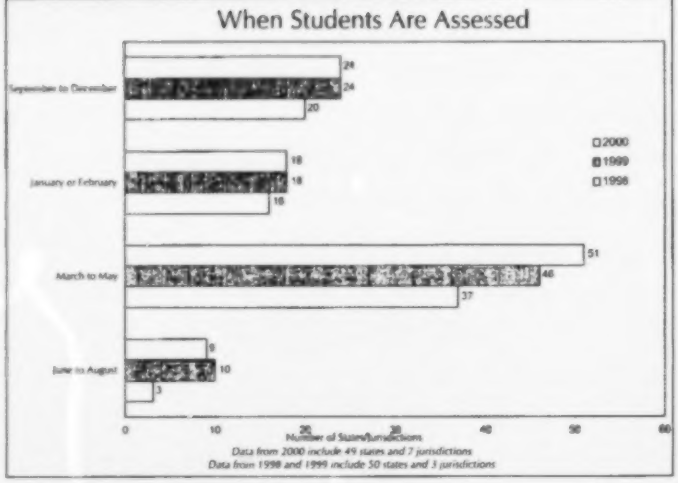
By exploring these general assessment purposes more specifically, it becomes clear in Chart 2-3 that more global purposes, such as improvement of instruction and curriculum planning, are cited more commonly than are day-to-day instructional purposes for assessment such as individual student instructional planning. This is also the case for school accountability; program accountability and school performance reporting are reported more often than are school resource allocation or awards. The only significant purpose reported for student accountability is high school graduation testing (17 this year, down from 19 last year). NOTE: Although Florida did not

report, it is known that there is a high school exit requirement in that state, for a total of 18 states. No specific staff accountability purpose is reported by enough states to be reported on this chart. These findings are not unexpected because large-scale assessment results are usually returned only once a year and several months after the assessment is given. It would be difficult to use them for year-round, ongoing assessment purposes. However, assessment results are considered to be useful for these more global planning and accountability purposes by states and jurisdictions.

When Students Are Assessed

The most popular time for assessing students is clearly in the spring from March to May (51 out of 56 respondents). Still, almost half of the states/jurisdictions report administering at least one assessment in the fall (24) while 18 assess their students in January or February and nine assess their students during the summer. Some test at several times of the year. This pattern has not changed. Assessment goes on year-round and may be given at different times of the year for different purposes. For example, end-of-year accountability would suggest spring testing while assessment for student remediation and school improvement purposes might take place in the fall.

Chart 2-4



Subject Areas Assessed

Not surprisingly, the subjects most commonly assessed by states and jurisdictions include those most commonly taught – Language Arts or Reading (56), Mathematics (55), Writing (45), Science (40), and Social Studies (31). These are also the subjects for which states most often have state-adopted content standards. This pattern has not changed much since 1992 when the SSAP survey, in its present form, was first administered.

Chart 2-5

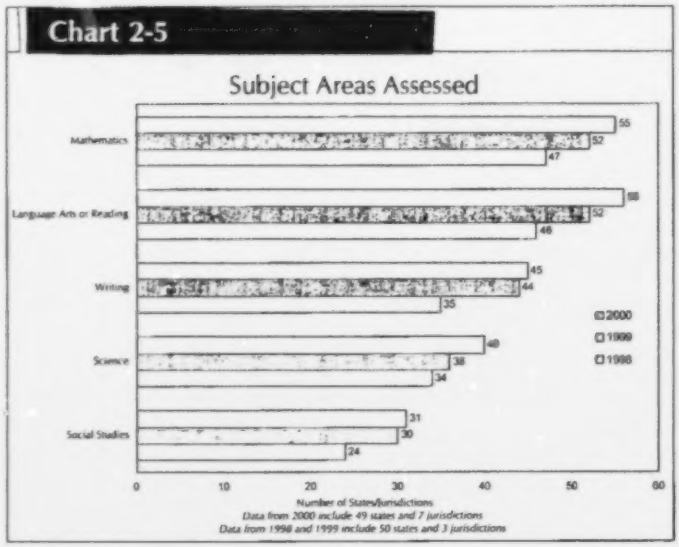


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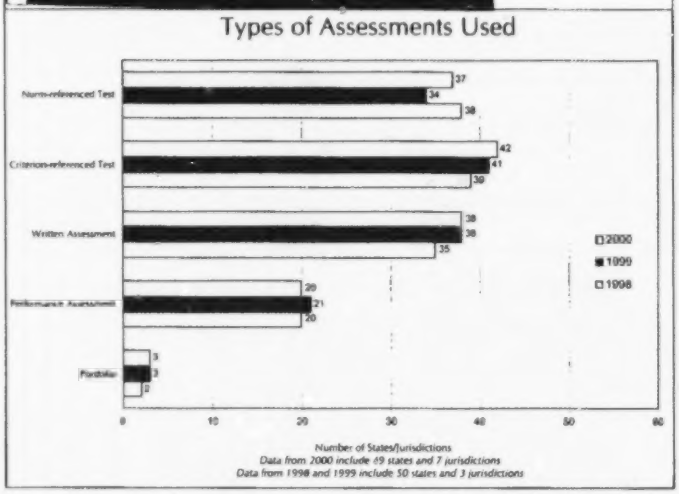
Chart 2-6

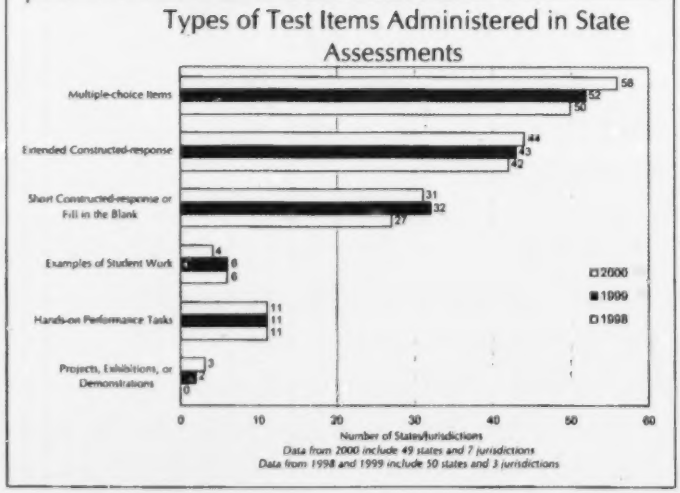


Types of Assessments Used

The survey asks respondents to report whether the assessments they administer are norm-referenced (where student scores are compared against those of a national sample), criterion-referenced (where student scores are compared to a specified level of achievement on specified content standards), written assessment (where students are asked to create an essay or written response that is compared to a scoring guide or rubric), performance assessment (exclusive of essays, where students are asked to create rather than select a response, which is also compared to a scoring guide or rubric) or a portfolio (where students submit a collection of work that is scored using scoring guides and/or rubrics). Review Chart 2-6 for a summary of these findings.

Over the last eight years, these numbers have not changed substantially. Criterion-referenced assessment is the first choice of states while written assessments and norm-referenced assessments are a close second and third. Since this era of school reform and assessment has been referred to as the "standards-based era," this focus on standards, and the comparison of those state standards with some kind of national benchmark, is not surprising. The use of performance assessment continues to be at about the same level over the past three years, as does the less common use of portfolios.

Chart 2-7



Types of Test Items Administered in State Assessments

This is one area in which findings have changed somewhat over the last eight years. Eight years ago, it was not uncommon to find states that used all multiple-choice or multiple-choice and extended constructed-response (essay/extended written responses) items only. As standards have been expanded to examine more closely a student's application of knowledge, additional item types have been added. Still, as seen in Chart 2-7, multiple-choice remains the most common type of assessment item used (by all 56 respondents), with extended constructed-response items second (44

respondents). Examples of student work, hands-on performance tasks, and projects, exhibitions, or demonstrations remain much less frequently used.

SUMMARY

Large-scale assessment remains very popular in states and jurisdictions that responded to the State Student Assessment Programs survey with only one state reporting no mandatory state assessment program (IA) and one state declining to respond (FL). These assessments are administered most often in grades 4, 8, and 10 or 11 and are used most often for global assessment purposes that can make use of once-a-year assessment – curriculum planning, improvement of instruction, program evaluation, individual student instructional planning, and school performance reporting. Assessment takes place year-round but most often in the spring. However, nearly one-half of the respondents are also reporting the administration of one or more assessments in the fall, perhaps to allow for second-semester intervention for students or schools. Almost all states report having assessments in Language Arts/Reading and Mathematics, with Writing, Science, and Social Studies being the next most commonly assessed subjects. Most respondents use criterion-referenced assessments, with written assessments and norm-referenced assessments being a close second and third, respectively. Multiple-choice items remain the most commonly used type of items, but extended constructed-response items are gradually increasing in popularity.

While there are many similarities in state and other large-scale assessment programs, there are also many differences. Rarely are two programs exactly the same. States may assess students in the same grade levels and subject areas for the same purposes with the same types of assessments at the same time of the year, but the exact combination of these assessment characteristics varies considerably. Most respondents report assessing their own state or jurisdiction-wide content standards and almost all set their own performance standards. Some have one or two assessment programs in place while others have six or seven. Some have very strict accountability requirements for schools, staff, and students while others depend on local control. There is no one-size-fits-all assessment program, but there are enough similarities to report trends. CCSSO reports the trends and does so every year because the only constant in these programs is change.

Symbols in each cell indicate at least one component where:

- A All students are tested
- V Inclusion is voluntary for students, schools, or districts
- S Students are sampled
- Y Purpose is checked for at least one component

States	Number of Components	GRADE													SUBJECT						
		K	1	2	3	4	5	6	7	8	9	10	11	12	Other Language Arts	Reading	Writing	Mathematics	Science	Social Studies	Career Voc. Ed.
AK	2	-	-	-	A	A	-	A	A	A	-	A	-	-	A	A	-	A	-	-	-
AL	6	A	A	A	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	A	-
AR	2	-	-	-	-	A	A	-	A	A	-	A	-	-	A	A	A	A	A	A	-
AS	1	-	-	-	-	A	-	-	A	A	-	A	-	A	A	A	-	A	A	A	-
AZ	2	-	-	A	A	A	A	A	A	A	A	A	A	-	A	A	-	A	-	-	-
CA	6	-	-	A	A	A	A	A	A,V	A,V	A,V	A,V	A,V	A,V	A	A,V	A,V	A,V	A,V	A,V	V
CO	1	-	-	-	A	A	A	-	A	A	-	-	-	-	-	A	A	A	A	-	-
CT	2	-	-	-	-	A	-	A	-	A	-	A	-	-	A	A	A	A	A	-	-
DC	1	-	A	A	A	A	A	A	A	A	A	A	A	-	-	A	S	A	-	-	-
DoDEA	1	-	-	-	A	A	A	A	A	A	A	A	A	-	A	A	-	A	A	A	-
DE	7	-	-	-	A	-	A	-	-	A	-	A	A	-	-	A	A	A	A	A	-
FL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
GA	5	A	-	-	A	A	A	A	-	A	-	-	A	A	A	A	A	A	A	A	-
GU	1	-	A	-	A	-	A	-	A	-	A	A	A	-	A	A	-	A	A	A	-
HI	1	-	-	-	A	-	A	-	-	A	-	A	-	-	-	A	-	A	-	-	-
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NJ	3	-	-	-	-	A	-	-	-	A	-	-	A	-	A	A	A	A	A	-	-
NM	4	-	A	A	A	A	A	A	A	A	A	A	-	-	A	A	A	A	A	A	-
NV	3	-	-	-	-	A	-	-	-	A	-	A	A	A	A	A	A	A	A	-	-
NY	6	-	-	-	-	A	-	A	-	A	A	A	A	A	A	A	A	A	A	A	A
OH	4	-	-	-	-	A	-	A	-	A	A	A	A	A	-	A	A	A	A	A	-
OK	2	-	-	-	-	-	A	-	-	A	-	-	A	-	-	A	A	A	A	-	-
OR	1	-	-	-	A	-	A	-	-	A	-	A	-	-	-	A	A	A	A	-	-
PA	1	-	-	-	-	-	A	-	-	A	-	-	A	-	-	A	-	A	-	-	-
PR	1	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-
RI	3	-	-	-	A	A	A	-	A	A	A	A	-	-	-	A	A	A	-	-	-
SC	4	-	A	-	A	A	A,S	A	A	A,S	-	A	A,S	A	A,S	A,S	A	A,S	-	-	-
SD	2	-	-	A	-	A	A	-	-	A	A	-	A	-	A	A	A	A	A	A	-
TN	4	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-
TX	2	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-
UT	3	-	A	A	A	A,V	A,V	A,V	A,V	A,V	V	-	A	-	A,V	A,V	A,V	A,V	A,V	A,V	-
VA	3	-	-	-	A	A	A	A	-	A	A	A	A	A	A	A	A	A	A	-	-
VI	1	-	-	-	A	-	A	A	-	A	-	-	A	-	A	A	-	A	A	A	-
VT	2	-	-	A	-	A	-	-	-	A	-	A	-	-	-	A	A	A	-	-	-
WA	3	-	-	A	A	A	-	A	V	-	A	V	A	-	A,V	A,V	A,V	A,V	-	-	-
WI	2	-	-	-	A	A	-	-	-	A	-	A	-	-	A	A	A	A	A	A	-
WV	5	-	-	-	A	A,S	A	A	A	A,S	A	A	A	A	A	A	A	A,S	A,S	A	-
WY	2	-	-	-	-	A	-	-	-	A	S	S	A,S	S	-	A	A	A	-	-	S
Totals	136	3	7	10	36	44	36	29	29	52	24	42	38	17	34	55	44	55	40	31	5

AS, DC, DoDEA, GU, MP, PR, VI: Jurisdictions
FL: No response to 1999-2000 Survey

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1999-2000 DATA
SUMMARY TABLE

TEST TYPE				ITEM TYPE					TESTING PURPOSES											
Norm-referenced Test	Criterion-referenced Test	Writing Assessment	Performance Assessment	Multiple-choice Items	Short Constructed-response	Extended Constructed-response	Performance Tasks	Examples of Student Work	Student diagnosis or placement	Improvement of instruction	Program evaluation	Student promotion	Honors diploma	Endorsed diploma	High school exit requirement	School awards or recognition	School performance reporting	High school skills guarantee	School accreditation	States
A	-	-	-	A	-	-	-	-	Y	Y	-	-	-	-	-	-	Y	-	-	AK
A	A	A	A	A	-	-	A	-	Y	Y	Y	-	-	-	Y	Y	Y	-	-	AL
A	A	-	-	A	A	A	-	-	Y	Y	Y	-	-	-	-	-	-	-	-	AR
A	-	-	-	A	-	-	-	-	Y	Y	Y	-	-	-	-	-	-	-	-	AS
A	A	-	-	A	A	A	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	AZ
A,V	A,V	V	A	A,V	V	V	A,V	-	-	Y	Y	Y	Y	Y	-	Y	Y	-	-	CA
-	A	A	-	A	A	A	-	-	-	Y	Y	-	-	-	-	-	-	-	-	CO
-	A	A	A	A	A	A	A	-	Y	Y	Y	-	-	-	-	Y	Y	-	-	CT
A	-	S	-	A	-	S	-	-	Y	Y	Y	-	-	-	-	Y	Y	-	-	DC
A	-	-	-	A	A	-	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	DoDEA
A	A	A	-	A	A	A	-	-	Y	Y	-	-	-	-	-	-	-	-	-	DE
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	FL
A	A	A	A	A	-	A	A	-	Y	Y	Y	-	-	-	Y	Y	Y	-	-	GA
A	-	-	-	A	-	-	-	-	Y	Y	Y	-	-	-	-	-	-	-	-	GU
A	-	-	-	A	-	-	-	-	Y	Y	Y	-	-	-	-	Y	Y	-	Y	HI
A	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	Y	-	-	IA
A	-	A	A	A	A	A	-	A	-	Y	Y	-	-	-	-	-	-	-	-	ID
A,S	A	A	-	A,S	-	A	-	-	-	Y	Y	Y	-	-	-	-	Y	-	-	IL
A	A	A	-	A	A	A	-	-	Y	Y	Y	-	-	-	Y	Y	-	-	Y	IN
-	A	A	-	A	-	A	-	-	Y	Y	Y	-	-	-	-	-	Y	-	Y	KS
A	-	A	-	A	-	A	A	A	-	Y	Y	-	-	-	-	Y	Y	-	-	KY
A	A	-	-	A	-	A	A	-	Y	Y	Y	Y	-	-	Y	-	Y	-	-	LA
-	A	A	-	A	A	A	-	-	Y	Y	Y	-	-	-	-	Y	Y	-	-	MA
-	A	A	A	A	A	A	A	-	Y	Y	Y	-	-	-	Y	Y	Y	-	-	MD
-	A,S	A	A,S	A,S	A,S	A,S	-	-	-	Y	Y	-	-	-	-	-	-	-	-	ME
-	A	A	-	A	A	A	A	-	Y	Y	Y	-	-	-	-	-	Y	-	Y	MI
-	A	A	-	A	A	A	-	-	Y	Y	Y	-	-	-	Y	-	-	-	-	MN
A,V	A,V	-	A,V	A,V	A,V	A,V	S	-	Y	Y	-	-	-	-	-	Y	Y	-	Y	MO
A	-	-	-	A	-	-	-	-	-	Y	Y	-	-	-	-	-	Y	-	Y	MP
A	A	A	-	A	-	A	-	-	Y	Y	Y	-	-	-	Y	-	-	-	-	MS
A	-	-	-	A	-	-	-	-	-	Y	Y	-	-	-	-	-	-	-	-	MT
A	A	A	A	A	A	A	-	-	Y	Y	Y	Y	-	-	Y	Y	Y	-	-	NC
A	-	-	-	A	A	-	-	-	Y	Y	Y	Y	Y	-	-	-	Y	-	-	ND
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	NE
-	A	A	-	A	-	A	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	NH
-	A	A	-	A	-	A	-	-	Y	Y	Y	-	-	Y	Y	-	Y	Y	Y	NJ
A	A	-	A	A	A	A	-	-	Y	Y	Y	-	-	-	Y	Y	Y	-	Y	NM
A	A	A	-	A	-	A	-	-	Y	Y	Y	-	-	-	Y	Y	Y	-	-	NV
-	A	A	A	A	A	A	-	-	Y	Y	Y	Y	Y	Y	Y	-	Y	-	-	NY
-	A	A	-	A	A	A	-	-	-	Y	Y	Y	Y	-	Y	Y	Y	-	-	OH
-	A	-	A	A	-	A	-	-	Y	Y	Y	-	-	-	-	-	Y	-	-	OK
-	A	A	A	A	-	A	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	OR
-	A	-	A	A	-	A	-	-	-	Y	-	-	-	-	-	Y	-	-	-	PA
-	A	A	-	A	-	-	-	-	Y	Y	Y	-	-	-	-	Y	-	Y	-	PR
-	A	A	-	A	A	A	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	RI
S	A	A	-	A,S	A	A	A	A	Y	Y	Y	-	-	-	Y	-	Y	-	-	SC
A	-	A	-	A	-	A	-	-	Y	Y	Y	-	-	-	-	-	-	-	-	SD
A	A	-	A	A	-	-	A	-	Y	Y	Y	-	-	Y	Y	Y	Y	-	-	TN
-	A	A	-	A	A	A	-	-	Y	Y	Y	-	-	-	Y	Y	Y	-	Y	TX
A	-	V	V	A,V	-	V	-	-	Y	Y	Y	Y	-	-	-	-	Y	-	-	UT
A	A	A	-	A	-	A	-	-	Y	Y	Y	Y	-	-	Y	-	Y	-	-	VA
A	-	-	-	A	-	A	-	-	Y	Y	-	-	-	-	-	Y	Y	-	-	VI
-	A	A	A	A	A	A	-	-	-	Y	Y	-	-	-	-	-	Y	-	-	VT
A	A,V	A,V	A	A,V	A,V	A,V	-	-	Y	Y	Y	-	-	-	-	-	Y	-	-	WA
A	A	A	-	A	A	A	-	-	Y	Y	Y	-	-	-	-	-	Y	-	-	WI
A,S	A	A	-	A,S	-	A	-	-	Y	Y	Y	-	-	Y	-	-	Y	Y	Y	WV
A	A	A	S	A	A	A	-	S	-	Y	Y	-	-	-	-	-	Y	-	-	WY
36	40	37	19	55	27	43	11	4	37	54	49	9	4	5	17	20	41	3	10	

AS, DC, DoDEA, GU, MP, PR, VI: Jurisdictions
FL: No response to 1999-2000 Survey

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GLOSSARY OF TERMS USED IN COMPLETING THE ANNUAL SURVEY

Academic content standards See content standards.

Adequate Yearly Progress The level of satisfactory progress defined by the state for local school districts and schools for the assessment(s) used in the state's IASA Title I assessment and evaluation plan. Schools failing to meet this level of improvement are selected for state "improvement" activities.

Alternate assessment (special education or LEP) An assessment procedure that is developed for use with students with disabilities (students with an IEP or Section 504 Plan) or LEP students who cannot take part in a regular assessment, even with accommodations.

Assessment frameworks See content standards.

Cloze procedure A kind of assessment item that uses any of a variety of fill-in-the-blank procedures where the blank is embedded in a textual context.

Component A set of assessments that are of a similar format and/or are used for the same purpose. Part 3 of the survey describes a state's assessment program at the component level.

Computer-adaptive assessment Any assessment that requires the student to respond to the assessment items or tasks with the aid of a computer with software that selects the next problem or task based on the student's prior responses.

Constructed response Any prompt that requires the student to produce a written response. It may be either short constructed-response or extended written response, depending on the specified length of the answer.

Content standards Statements of what students should know and be able to do in specific subjects or across several subjects. These are called different names across states: academic content standards, assessment frameworks, learner standards.

Criterion-referenced test An assessment on which the student's performance is compared to a standard or an objective, and the score indicates the extent to which the student achieved the standard or set of objectives.

Curriculum frameworks One mechanism for linking learner standards or content standards and state goals. These frameworks provide sufficient guidance to curriculum developers and teachers to ensure that curriculum and instruction drive towards the state goals while assuring that content standards are met.

Demonstration A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

Exhibition A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

Extended response See constructed response.

FTE Full-time equivalent or the equivalent number of full-time persons.

Final IASA Title I assessment plan The final plan to assess student and school performance required of the Improving America's School Act (IASA) Title I that states must submit and have in place by the 2000-2001 school year.

Gridded response item An item where a student grids in a response into a numeric grid so that the response can be machine scored.

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Hands-on performance assessment (individual or group) Any assessment that requires students to perform (in a way that can be observed) an assessment task by themselves or in a group. For example, students may be asked to conduct a laboratory experiment or carry out a community service project and write up the results. The difference between a hands-on performance assessment and an extended-response prompt is that the quality of the performance of the laboratory experiment or community service project is being assessed, rather than the quality of the writing.

Interview An assessment technique where the student responds verbally to questions posed by an assessor.

LEA Local education agency or local school district.

Learner standards See content standards.

Multiple-choice item A test item in which students are given several choices and are asked to pick one correct response.

Multiple-choice, multiple-correct item A multiple-choice item with more than one correct response.

Multiple-choice item, with student explanation A test item in which students are given several choices and are asked to pick one correct response, followed by a constructed-response item in which students provide a rationale or explanation for the answer they chose.

Nontraditional test item Any assessment activity other than a multiple-choice from which a student selects one correct answer. These items or performances are often scored or rated using an agreed-upon set of criteria that may take the form of a scoring guide, a scoring rubric, or a comparison to benchmark papers or performances.

Norm-referenced test A test on which a student's score is compared to the performance of a norm group, and the score indicates the proportion of students in the norm group that the student scored the same as or out-scored.

Performance assessment Any assessment item in which students produce an answer, rather than select one.

Performance standards A set of statements about how well students need to be able to perform on a set of content standards and/or assessment in order to meet pre-defined, specified levels of expected performance.

Portfolio An accumulation of a student's work over time that demonstrates the student's best performance, typical performance, and/or growth in performance.

Project A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

SEA State education agency.

Short answer See constructed response.

State goals Statements that specify desired or valued expectations for students, schools, or school systems. They do not specify what students should know or what schools should do. They do detail the end-points of the educational enterprise. An example would be: All people of this state will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

Student expectations Statements that specify what students should know or be able to do. When set by states, these statements tend to be general and less concrete.

Transitional Title I Assessment Plan The IASA Title I assessment and evaluation plan that states may use between 1995-96 and 2000-2001 (or earlier) school years to assess the impact of IASA Title I programs on students on an interim basis prior to completion of their final assessment and evaluation plan.

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